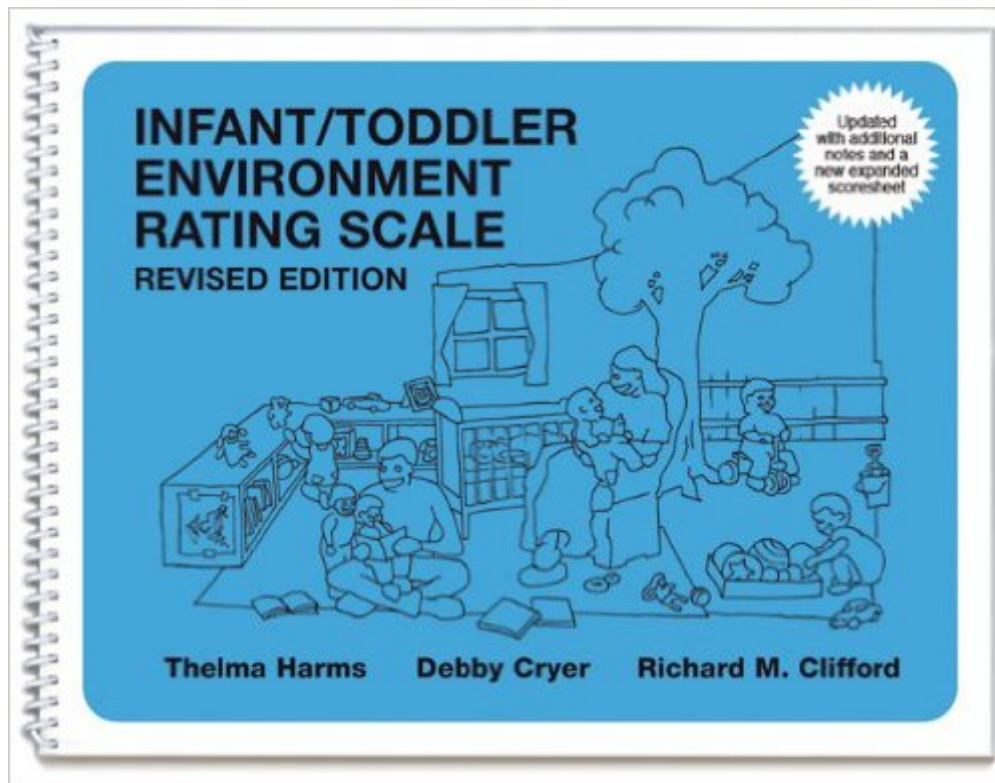


The book was found

Infant/Toddler Environment Rating Scale



Synopsis

Featuring a new spiral binding, the updated ITERS-R offers more practical assistance in the form of additional notes for clarification and an Expanded Score Sheet, which incorporates notes and tables to assist in scoring. However, the items and indicators remain the same as in the original ITERS-R. Designed for use in center-based child care programs for infants and toddlers up to 30 months of age, the ITERS R can be used by program directors for supervision and program improvement, by teaching staff for self assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation.

Book Information

Spiral-bound: 62 pages

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Average Customer Review: 4.1 out of 5 stars [See all reviews](#) (43 customer reviews)

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Customer Reviews

This is a great tool for self evaluation as well as peer or program review for the early childhood care and education professional.

The problem with ITERS is not that it has no place in a thorough evaluation of infant and toddler learning environments. The problem is that there is no recognition that, beyond basic safety concerns, by far the most important characteristic of an infant/toddler classroom is the quality of emotional engagement to be found in the teacher-child interactions. Staff-child interactions get token attention in this scale, but as Stephen Porges lays out in The Polyvagal Theory, we need a much more rigorous and precise tool for assessing the emotional safety made available to young

children in our childcare settings. As Porges' work suggests, infants come into the world EXPECTING to be greeted by an emotionally safe environment. When the threshold conditions of safety are not met, infants and toddlers are wired to react by lapsing into fight, flight or hide behaviors that interfere with health and development in truly disturbing ways. What does "emotional safety" mean to an infant or toddler? This is the most urgent question for us to be asking as early childhood educators, and yet unfortunately, ITERS does not provoke much thought on that subject. So my advice is, keep the PHYSICAL safety indicators from ITERS, but read Stephen Porges and begin thinking about what it means for our learning environments to be EMOTIONALLY safe for children...

I work with Child Care Centers in my county on improving and maintaining High Quality care. North Carolina uses this tool as part of the rated license assessment to determine the quality of child care programs. What I find to be most common when working with these centers is that they use this tool as a means to prepare for the assessment and it does not capture what happens in every day classroom life. Some of these indicators are not very practical for everyday classrooms, and low scores do not always accurately reflect the quality of care in the classroom. While teacher interaction with the children is a small piece of this assessment, I wish more emphasis was placed on this area in the overall score as this piece seems to be the most telling when it comes to quality care. Usually teachers who interact well with the children understand the needs for the materials and other dimensions this book entails.

I recommend this textbook not only for anyone in the field of child development but also to parents using it as a guide to look for in a quality daycare such as teachers, toys, playgrounds, and etc. The book for example ask the rater set of questions and rate it from 1 to 10, "Does the daycare centers have pictures of children drawing on the wall." or "Is there any television inside the center" or "Does the teacher give eye contact with children." Afterward, there is a scale to determine if it is a quality daycare. I wish I knew about this textbook earlier. I also recommend this to those that are opening a daycare as well.

The book was in great condition. I did not like the materials it contained. As I was reading the scales, I could not help but wonder if the writer(s) had ever stepped foot into a class or any early childhood level. I could see some reasoning behind the scale, but I could not see the possibility any care center scoring high on all of the subscales. I understand that there is always room for

improvement, but the goals should be obtainable.

This is an excellent book for anyone who works in an infant or toddler classroom. It is a must-have for anyone who participates in a star-rating system where they are scored based on the standards set out here. It is also a wonderful resource for those who don't participate in such a system. It sets forth goals to strive for in providing an ideal environment for infants and toddlers to learn in, in addition to touching on some aspects of care and interactions. It is simple to use and to the point.

I think this resource is terrific. My staff use it all the time; especially with the YoungStar rating it answers all of our questions.

Normally I never would've gotten this book but I had to and it ended up being an interesting book. It looks brand new. It was delivered quickly. Saved me a lot of money from buying it in my campus bookstore. Thanks!

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